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ABSTRACT

This training manual and companion videotapes comprise an educational program for professionals and paraprofessionals who work with young children with language disorders. The program is particularly helpful in serving children from linguistic minority backgrounds and their families. The program's strategies are also appropriate for teachers and parents of children in the 2- to 4-year-old range who are developing typically. The "Language Is Key" model draws upon three research bases: early language is critical to later academic success; parents can use simple language facilitation strategies after brief training; and strengthening a child's first language will also support the development of English. Following an introduction, the manual presents brief descriptions of the program's recommendations to train staff in using language strategies with children, to train staff in training parents/families, and to train parents/families. The next section details the program's conceptual framework and the three language facilitation strategies: Comment and wait; Ask questions and wait; and Respond by adding a little more. The final section of the manual answers frequently asked questions about facilitating language with books and with play. Reproducible handouts for each parent or staff training session are appended. The training manual contains 36 references. The two 25-minute companion videotapes, available in Spanish, Korean, Tagalog, Vietnamese, Mandarin, Mandarin with subtitles for speakers of Cantonese, and English with subtitles for people with deafness and hearing impairments, provide specific language building strategies that will enhance typical early childhood classroom routines and parent-child interactions. Presenting videotaped footage of young children and adults, the first videotape shows how parents and teachers can facilitate children's language while looking at picture books; the second focuses on language facilitation during play. (KB)

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Language is the Key: Program for Building Language and Literacy. Talking and Books, Talking and Play Resource Guide.

Kevin Cole, Mary Maddox, Young Sook Lim, and Angela Notari-Syverson

Washington Research Institute
Seattle, Washington

June 2002

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A Program for Building Language and Literacy

Talking and Books
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Resource Guide

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Resource Guide

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I. INTRODUCTION

Language is the pathway to literacy. Before children learn to read and write, they learn to talk and understand the meaning of words.

"Talking...language... words and sentences. We use them every day." ***Language is the Key*** starts with this simple message. The program teaches viewers easy-to-learn, effective strategies that promote language development and put children on the pathway to literacy.

Language is the Key prepares parents and the people who work with families and young children to promote children's language development. Every child needs to become a master of words, sentences and verbal communication. And all children--- typically developing and those with language delays---benefit from language building activities.

Language is the Key has a special value for children who are bilingual or who have language disabilities. Families raising children in a bilingual environment seek guidance in preparing their children for success in U.S. schools. ***Language is the Key*** provides guidance for these parents and their children's teachers. Young children with language disabilities need intensive intervention to promote language development. ***Language is the Key*** shows teachers and parents effective ways to build language when delays are present.

Language is the Key draws upon three, solid research bases.

- Early language is critical to later academic success.
- Parents (and teachers) can use simple language facilitation strategies after brief training.
- Strengthening a child's first language—the language spoken at home—will also support the development of English.

Parents and teachers who view ***Language is the Key*** will come away with effective tools for promoting language development.

II. USER'S GUIDE

1. What materials does Language is the Key contain?

Videotapes (two)
Talking and Books (about 22 minutes)
Talking and Play (about 22 minutes)

Handouts to Accompany Training
Core handouts for trainees
Supplementary handouts for in-depth training

2. What language facilitation strategies does the program teach?

Viewers are taught to "Follow the child's lead" while using the following, research-based language facilitation strategies.

- Comment and wait
- Ask questions and wait
- Respond by adding a little more

Talking and Books shows how to use the strategies during "book time." ***Talking and Play*** shows how to use the strategies during "play time."

3. What languages is the program available in?

In addition to the English language version, the videotapes are available in **Spanish, Korean, Tagalog, Vietnamese, Mandarin, Mandarin with subtitles** for speakers of Cantonese, and **English with subtitles** for people with deafness or hearing impairments. These versions teach the same strategies but they are not dubbed. They include new actors, new examples and new scripts.

In these versions, a fourth strategy, specifically for children who are growing up in a bilingual environment, is presented.

- Repeat again in Spanish (Korean, Chinese, etc.)

The "Repeat again" strategy is used when children mix English and their heritage language. So if a child says, "Yo veo la *turtle*" the parent would provide a complete Spanish language model of the phrase by repeating the entire phrase in Spanish ("Yo veo la *tortuga*.").

4. How should we use *Language is the Key* in our program?

1. Train staff and volunteers to use language facilitation strategies with children in your program.
2. Train staff to train parents and other family members to use strategies at home.
3. Train parents to use strategies. Since the program is available in many languages, parents who do not speak English can help their children learn the language spoken at home.

III. CONCEPTUAL FRAMEWORK

The **Language is The Key** training model addresses six major areas:

Early language, literacy and play development; bilingual language development; family involvement; language facilitation; cultural relevance.

EARLY LANGUAGE AND LITERACY DEVELOPMENT

Importance of Language Development. Language competence is one of the main developmental events of early childhood. Helping children develop language skills is a major concern that staff have for children with developmental delays (Bagnato, Kontos, & Neisworth, 1987) and particularly when children with developmental delays are also limited in English proficiency (Roseberry-McKibbin & Eicholtz, 1994).

Foundations of Early Language and Literacy Development. Language and literacy development begin very early in a child's life. Here is a chart that shows the young child's early behaviors that form a foundation for later language and literacy development:

FOUNDATIONS OF EARLY LANGUAGE AND LITERACY DEVELOPMENT

Language	Books	Print	Writing
Listening	Handling (e.g., turning pages, knowing front from back)	Labeling pictures	Scribbling
Gestures	Commenting on pictures	Recognizing environmental print and logos (signs, billboards)	Drawing recognizable figures
Single words	Telling a story	Recognizing familiar words (e.g., name)	Pretend writing
Two-three word combinations	Pretend reading	Naming letters	Printing letters
Adult-like sentences	Interest in text	Matching letters and sounds	Writing familiar words (e.g., name)
		Reading simple words	

LANGUAGE FACILITATION

Adult-Child Interactions. Studies of early parent-child interactions described a process by which the adult guides and supports the child's learning by building on what the child is already able to do. This is referred to as *scaffolding* by Wood, Bruner, and Ross (1976). The notion of scaffolding was translated into specific teaching strategies used successfully to assess and teach language and literacy skills to young children with language delays (Norris &

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Hoffman, 1990; Olswang, Bain & Johnson, 1992), children at-risk (Juel, 1996) and children from diverse cultural backgrounds (Gutierrez-Clellen & Quinn, 1993).

Overarching Teaching Approach. Effective scaffolding is flexible, responsive to the child, and draws upon a broad variety of strategies. This perspective is reflected in the overarching teaching approach of the **Language is the Key** training model, **Follow the Child's Lead.**

Follow the Child's Lead is one of the defining aspects of developmentally appropriate practice and its facilitative effect on early language development has been documented for children who are developing normally (Tomasello & Farrar, 1986) and children with disabilities (Yoder, Kaiser, Alpert & Fischer, 1993).

FAMILY INVOLVEMENT

Family involvement is an integral part of services for preschool children. The **Language is the Key** training model draws upon naturally occurring parent-child interactions. It teaches easy to implement activities such as play and looking at picture books to provide parents with strategies that will help them facilitate their child's language. Parents can be taught to implement language interventions with young children with disabilities and children who are developing normally (Dale, Crain-Thoreson, Notari-Syverson, & Cole, 1996; Kaiser, 1993; Whitehurst et al. 1988). ***For children who are bilingual, parents are ideally suited to facilitate their child's language development as they may be the only persons who are proficient in the child's native language.***

BILINGUAL LANGUAGE DEVELOPMENT

For children whose first language is not English, research has shown that children need to have their *first* language facilitated in the early years, and also need effective language facilitation in English (Cummins, 1984; Gutierrez-Clellen, 1996; Wong-Fillmore & Valadez, 1986).

Encouraging families and teachers to maintain children's native language is beneficial because bilingualism has been associated with many cognitive, social and economic advantages (e.g., Albert & Obler, 1978; Cummins, 1984; McLaughlin, 1995). Children who are bilingual may be equally proficient in both languages or they may know one language better than the other. Usually the language that predominates depends on the context(e.g., home vs. school) and the opportunities the child has to use the language.

Bilingual language development may differ from monolingual language development. There may be a temporary "lag" in both languages and the child may switch codes (e.g., Yo estaba PLAYendo), but eventually the child will learn to distinguish the languages and catch up.

Language Building Strategies. The videotapes teach the following language facilitation strategies:

Comment and wait. Modeling language by making comments that reflect the child's focus of interest is a universally recommended practice in language facilitation models (e.g., Fey, 1986). Describing pictures in books or what the child is doing during play, then pausing to allow time for a response is an effective way to elicit language. Children need time to think and code their thoughts into language, so it is important for adults to give children at least 5 seconds to respond after they ask a question. A longer wait time also lets the child know the adult is interested in what the child has to say.

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Ask questions and wait. Adults use two major types of questions with children: open-ended and closed questions. Closed questions are those questions that require a yes-no answer or pointing response. Open-ended questions require that the child actually produce a word or utterance. For example, "What do you see?" versus "Do you see a cat?"

Respond by adding a little more. Expansion of the child's utterances is a basic tool in language facilitation. The adult repeats what the child says and then expands the utterance with one or two new words. This allows the child to contrast her utterance with the adult's expansion and also hear the next level of difficulty for language production. For example, if the child says "ball", the adult says "ball, big ball." This reinforces the child's talking, gives her the support for the next level of complexity and provides new information.

The non-English language versions of the videotapes add a ***fourth language facilitation strategy***. The fourth strategy specifically addresses the needs of children who are learning two languages simultaneously.

Repeat again in Spanish, Korean, etc. "Repeat again in the home language" is a strategy that is designed for families that speak a language other than English at home. Children who are learning two languages simultaneously frequently mix the two languages. In order to strengthen the language spoken in the home, this strategy encourages parents to repeat mixed phrases entirely in the heritage language or whatever language they speak best. For example, if a child says, "Yo veo el *shark*." the parent or teacher would repeat the phrase entirely in Spanish: "Yo veo el *tiburón*." Repeating the phrase in Spanish helps build the child's Spanish vocabulary and language skills.

Language and Books. Language around picture book reading has been identified as a critical language experience leading to school success. Picture book interactions provide a very rich opportunity for young children to learn language and early literacy skills. The picture book setting--when adults and children share interaction around picture books--encourages children to talk and elicits teaching behaviors from parents, as they label pictures and provide feedback for their child (Ninio & Bruner, 1978; Wells, 1985; Whitehurst et al., 1988).

Language and Play. Play is an activity in which young children spend a significant amount of time (Rubin, Fein, & Vandenberg, 1983) and is an ideal context for learning (Bruner, 1972; Garvey, 1977). The natural context provided by play activities has been used successfully to facilitate language and early literacy acquisition with typically developing children and children with disabilities (Linder, 1993).

Play appears to facilitate the representational abilities that serve as a foundation for language and literacy development and provides children with opportunities to learn about the various functions and uses of print and language (Cazden 1984; Morrow, 1989; Pellegrini, 1982).

CULTURAL RELEVANCE

The **Language is the Key** training model was developed with careful attention to how culture influences adult-child interactions. Play is a rich environment for communication development for young children across cultures (Nagasaki, Katayama & Morimoto, 1993). Early exposure to picture books also occurs across a variety of cultures and ethnic groups (Teale, 1984). The training program and videotape scripts were submitted for review to early childhood experts representative of diverse cultural backgrounds to assure broad cultural relevance.

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IV. FREQUENTLY ASKED QUESTIONS

General

Do these strategies work with groups? You can use these strategies with groups of 2-3 children.
What age groups do these strategies work with best? Because these strategies are responsive to the child and follow the child's lead, they can be used with children at different ages. They work best with young children who are beginning to learn language. In general, these strategies work best with children whose "language age" falls in the 1 - 4 year old age range. With younger children you may focus more on labeling objects and describing simple actions, while with older children you may engage in more elaborate conversations, imaginary dialogues, and paraphrasing.
How do I get parents to come to the training? Just sending a written invitation or memo doesn't seem to work. Setting up the training may take some prior preparation. You may want to contact parents individually when they bring their children to school or call them at home. Also, you can begin with a small group of parents you know well and ask them to contact other parents. Consider providing child care and snacks or a meal. Send tapes home or drop tapes off during a home visit.
What can I do to make parents feel more comfortable participating in school activities? Some parents, especially those from other cultures, may feel unwelcome at school because they are not familiar with the mainstream culture of the school. It is important to tailor relationships and involvement to each individual family. While some parents may want to volunteer in the classroom, others may prefer to have you visit them at home or invite you to attend special community events. Try to get to know each parent and suggest activities that fit their interests. For example, invite parents to come and cook their favorite recipes with the class or talk about their professions or share their favorite stories.

Facilitating Language with Books

Is it OK to read the book to the child? It is important to read to children. But for language building activities, we recommend you read little and listen a lot! We found that it is difficult for most adults to **not** read when given a book. For this reason, it is important to practice not reading. Reading the text does not provide an opportunity for the child to talk. In order to become proficient at using the strategies, trainees need to practice making comments, asking questions and responding by adding a little more. Some children may insist that you read the text, especially if it is a book they are used to reading with you. You can alternate reading and talking about the pictures. Your child will usually let you know when to read and when to talk. If the book has a lot of text you can just read a few sentences and then talk about the pictures. The important thing is to provide opportunities for the child to talk.
What kinds of books are best? Children each have their own individual preferences. The most important thing is that the child is interested in looking at the book. It is a good idea to have a variety of different types of books that present varied pictures and themes: action books, storybooks, informational books, books with simple graphics and books with detailed pictures, wordless books and books with simple text. Usually, counting and alphabet books are the least successful choices

When is the best time to look at books? The best time to look at books is during a quiet time in the day when there are no major distractions. At home, bedtime is usually a good time. In the classroom picture book time can become part of the daily routine, maybe after snack or lunch when children are ready for quiet activities.

How long should we look at books for? It will depend on the child's interest, on how he or she is feeling and on what is happening in the immediate environment. We have found that setting aside at least 15 minutes works well.

What if the child wants to start at the back of the book, or skip pages? Follow the child's lead. The goal is to get the child to talk so it's OK to start by talking about what the child is focused on even if it's the back of the book. For older children, you may want to find out how the story begins or what happened on skipped pages to introduce the child to basic book conventions.

What if the child wants to look at the same book over and over? Follow the child's lead. This happens quite often. Many young children love repetition and learn easier when things are familiar and predictable. Looking at the same book over and over gives excellent opportunities to practice talking.

What if the child just doesn't want to look at books? Don't give up if the child does not respond right away. In some cases you may need to read the story or talk about the pictures yourself first. Once the child is familiar with the story, she will have a lot to talk about (e.g., predicting what will happen next). If the child still does not show interest, then set aside the books and work on language in a play environment.

What if parents don't have the money to buy books? Be sure to provide information on how to access the public library. Also, magazines and catalogues that are interesting for the child are excellent resources.

Facilitating Language with Play

What kinds of play and toys are best? Children each have their own individual preferences. The most important thing is that the child is interested in the activity and materials. It is a good idea to have a variety of different types of toys and materials. Some children like structured toys while other may prefer materials that can be used in many ways. Some children may be more attracted by strong visual (e.g., bright colors) or auditory (e.g., objects that make noise) features, while others may prefer objects that have interesting tactile characteristics (e.g., playdough) or that have parts to manipulate (e.g., car wheels).

When and where is it best to play? Play is children's work. That's what they do best! Children are engaged in some kind of play most of the time. The best thing to do is to pick a time when you are able to set aside other activities and spend a few minutes just interacting with your child. Pick a location depending on which type of play children prefer (e.g., dress-up in the child's room at home or in the dramatic play area in the classroom; playdough or painting in the kitchen or close to the classroom sink).

How long should we play? It will depend on the child's interest, on how he or she is feeling and on what is happening in the immediate environment. We have found setting aside 15 minutes works well.

What if the child just doesn't want to play? Don't give up if the child does not respond right away. In some cases you may need to start playing yourself, first. If the child still does not join in, suggest

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a different activity or change location or try again later. You may want to stand back and observe which activities your child likes to do best and at which times during the day.

Parents have busy schedules. What if they just don't have the time to sit down and play with their child? The language facilitation strategies can be easily used in activities other than play: during snack or lunch, driving the car, taking a bath, on a walk...

What if parents don't have money to buy toys? No particular objects or toys are needed to implement the language facilitation strategies. Parents can comment, ask questions, and respond to comments during any kind of activity they may be engaged in with their child. Remind parents that safe household objects make great toys.

Bilingual Language Development

How can I tell a language delay from a language difference? Find out about a child's knowledge of the first language by asking parents or other people who can speak that language. Observe other aspects of the child's behavior during regular class activities such as how easily they adapt to situations and learn new skills, their social interactions with adults and peers, their memory and attention span.

What do I do if the child makes mistakes in English? Providing a correct model by rewording the child's utterance usually works better than pointing out errors. Some mistakes may be due to influences of the child's first language on the second (e.g., particular word order patterns or phonetic sounds). So, if you can, find out more about the characteristics of the child's first language.

What if other children react negatively to the child who does not speak English well? Emphasize the advantages of knowing more than one language. Have the bilingual child teach words to other children. Include diverse cultural and linguistic materials in daily activities (toys, books, music, posters, foods, videos).

Language is the Key

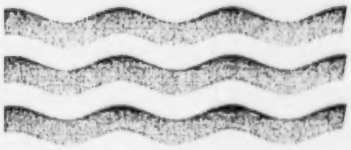
Appendix 1

Core Handouts

On pages 12 through 17 in this section you will find the basic ***Language is the Key*** training handouts in English, Spanish, Korean, Vietnamese, Mandarin, and Tagalog. These are intended to supplement parent training and introductory staff training. The remaining handouts in this section (pages 18 through 23) provide resources for more in-depth staff or parent training.

Follow the child's lead

There are three simple steps.
And like a car, they're fast and easy to remember.



CAR

Comment and wait.

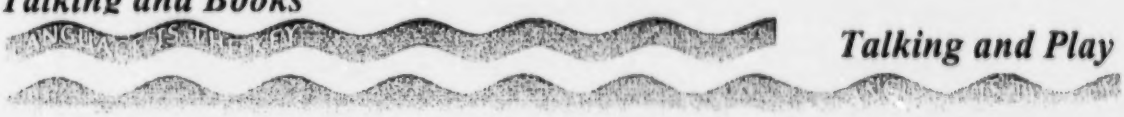
Ask questions and wait.

Respond by adding a little more.

When you use these strategies,
children will really begin to talk!

Talking and Books

Talking and Play



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Siga el liderazgo del niño

Hay cuatro pasos muy simples.
Y como un carro, son muy rápidos y fáciles de recordar.

CARRO

Comente y espere.

Averigue – haga preguntas y espere.

Responda agregando un poco más.

Repita...

Otra vez en español.

Cuando usted usa estas estrategias,
los niños realmente empiezan a hablar mas!

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LANGUAGE IS THE KEY

놀이와 함께 말 배우기
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讓孩子主導

以下面四句三字經做爲教孩子的方法

做 敍 述

問 問 題

作 補 充

用 中 文

有效運用以上四種方法可使孩子多說話

看圖說話
語言是學習的基礎

邊玩邊說
語言是學習的基礎

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Insert Tagalog page

LOOKING AT PICTURE BOOKS AND PLAYING WITH YOUR CHILDREN

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- You don't have to be a championship reader to use picture books to encourage your child to talk. In fact, it is better if you talk more and read less.

- You don't need any special toys to play with your child - just ordinary objects from around the house. Cups and saucers, empty boxes, sticks from parks, old clothes, silly hats!

- The most important thing is to *make it fun.* You can make it fun for your child by letting your child take the lead: They can choose the book or the toy, and choose what to look at and talk about in the book or in play.

- Children talk more and listen better when they do the choosing. Talk about what your child is interested in.

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WHY USE PICTURE BOOKS FOR LANGUAGE DEVELOPMENT?

- ★ Picture books give children something to talk about.
- ★ If you want children to talk during book time, be quiet and patient.
- ★ Don't always read the book--have a conversation about the pictures.
- ★ Children will talk more if they get to choose the subject or book.
- ★ Adults can learn very quickly to do simple things to get kids to talk more--like waiting patiently or asking good questions. That's why it's such a great activity for involving parents.
- ★ Past research has shown big language gains when these simple strategies are used with children--both with and without disabilities.
- ★ Looking at books is developmentally appropriate--it's a good, comfortable fit for children, teachers and families in the preschool years.

TALKING ABOUT BOOKS--HOW DO YOU DO IT??

Before the child talks you can:

Comment and then wait,

- This dog has a funny hat!
- Lowly worm is swimming!
- I like bananas!

Ask questions and then wait.

- What happened here?
- Tell me about this picture.
- What's she doing?
- Why did she fall down?
- How did the frog catch the fly?

After the child talks:

Respond by adding a little bit more to the child's comment,

Child: Boy eating!
Adult: The boy is eating toast.

or

Child: Owee.
Adult: The baby has an owee.

or

Child: I like pancakes.
Adult: Me too, I like pancakes with butter!

Remember to wait - - - count to 5

Give the child time to respond.

SELECTING BOOKS FOR PICTURE BOOK LANGUAGE BUILDING

Children all respond to different things. But here are some general guidelines that might help you select books that will stimulate talking.

Select books that...

- the child shows an interest in.
- have lively, interesting pictures with different images and action on each page.
- have pictures that vary from page to page.
- are colorful.
- have moving parts, flaps, wheels.
- with a familiar plot.
- that reflect the cultural background of the child.
- that don't have a lot of text.

LANGUAGE AND PLAY

Why is play helpful in building language in young children?
Children like to play!

- ★ Play is fun for children.
- ★ When children play they don't have to have a goal or product.
- ★ Children are in control. They can choose what to play with and decide on rules and activities that are meaningful to them.
- ★ Children like to play with adults who can play at the child's level.

During play, children practice talking and learn language skills.

- ★ Children feel free to experiment with words.
- ★ Children can practice new words and phrases without worrying about being "right."

Play helps children learn about symbols and get ready for reading.

- ★ In play, children learn that one object can be used to represent another (e.g., pretending a block is a car).
- ★ This helps them understand that letters and words are also symbols and can represent objects, people, events and ideas.

Play and early language grow together

- ★ Symbolic play emerges around 12-15 months, about the same age as children first begin to use words.
- ★ Using a toy for more than one action (e.g., feeding a doll then putting the doll to bed) occurs at the same time as using multiword utterances.

What kinds of toys are the best for enhancing language?

- ★ Unstructured toys that can be used in many ways. There is no "right" way to use them. These toys offer children lots of opportunities to be creative.
- ★ Unstructured toys and materials can be used for diverse forms of play:
  Manipulation (paper, paint, clay, sand, water)
  Construction (blocks, legos, tinker toys)
  Dramatic (miniature people, cars, dolls, puppets, dress-up clothes)

SELECTING TOYS

Make sure toys and materials are safe and durable. Toys should be easily washed, nontoxic, lead-free with no sharp pieces or splinters.

★ Have a toys that are representative of a variety of cultures, such as dolls of different ethnic groups, pretend foods and dress-up clothes from different countries.

★ Have toys that appeal to both girls and boys, e.g., dolls and art materials as well as cars and trucks.

★ Have toys and materials that do not have clearly defined uses as well as toys that are realistic. Using toys and materials in numerous ways helps learn about symbols.

IMPORTANT INFORMATION ABOUT LANGUAGE DEVELOPMENT

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- ★ Understanding language and using language is the key to school success, especially reading.
- ★ Children who are talked to more, and in the right ways, do better in school and have higher IQ scores.
- ★ The time from birth to four is an especially important period for talking and listening to children.
- ★ Talking and listening to children when you are looking at picture books or playing together is an easy way to help children learn to talk and understand more.
- ★ Helping a child learn their first language -- the language they speak at home -- will help them learn English.
- ★ Children who are learning two languages will mix the two languages together. This is OK and very normal.
- ★ Parents can help their children by teaching them the language spoken at home.

Language is the Key

Appendix 2

Supplementary Handouts

Handouts in this section are designed to support in-depth staff development in language facilitation, play, bilingual language development and using interpreters where staff and parents do not share a common language.

USING COMMENTS TO FACILITATE LANGUAGE DEVELOPMENT

Type of Comment	*Benefit*
He's eating a (pause)	Invitation to fill in the last word.
Wow, that's a big fish!	Size concept and vocabulary
I see three cats.	Number concept, vocabulary, and plural form
I wonder what he is doing?	Invitation to open-ended response
I like ice cream.	Vocabulary and model for self talk
That boy is crying.	Vocabulary, invitation to give causal response
That flea bit the mouse!	Vocabulary, past tense
We have one of those!	Invitation to talk about common item

Suggestions:

WAIT after commenting.

Keep the comments one step above complexity level of child's language.

Comment about what the child seems to be interested in.

USING QUESTIONS TO FACILITATE LANGUAGE DEVELOPMENT

Type of Question	*Likely Response*
Where's the XXXX?	Point, no talking
Is this a XXX?	Nod yes, or no
Who broke the window?	Pointing, or one or two word response
What is this?	One or two word answer
What is she doing?	Multiple word answer about immediate topic
When did he do that?	Time concept
Where did she go?	Prepositions/Spatial concepts
What do you see?	More child choice in response
What do you like in this picture?	Child choice
What's funny in this picture?	Child choice
How did she do that?	Answer may require going beyond context of picture
Why is he doing that?	Abstract response providing explanations, causal relationships
What will happen next?	Project events in future
What would you do?	Open-ended, hypothetical response
What would happen if....?	Open-ended, hypothetical

USING RESPONSES TO FACILITATE LANGUAGE DEVELOPMENT

Type of Response *C = Child; T = Teacher)*	*Benefit*
Acknowledge Uh-huh, I see, etc.	Lets child know you are attending.
Repetition of child's talk C: Big blue car. T: Yes, big blue car.	Lets child know you understand.
Add one or two words C: Boy walk. T: Boy is walking.	Gives model for the next step in development.
C: Car. T: Red car.	
Change form for same idea C: The boy is walking. T: Is the boy walking?	
C: The cat is chasing the dog. T: The dog is being chased by the cat.	This shows the child there are different ways of phrasing the same meaning.
Paraphrase or comment on topic C: I have a dog. T: You got a new dog!	
C: No more crackers. T: You must be full.	
C: I like red. T: Red is my favorite color, too.	These conversational replies follow the child's topic, and provide extended vocabulary, grammar, and an opportunity for the child to talk again.

PLAY BASICS

Categories of Play	Development of Play
★ Exploratory or sensorimotor play -activities done for creating physical sensations	★ Sensorimotor exploration -manipulation of objects using sensory and motor actions (e.g., mouthing, banging)
★ Functional play -using objects for the purposes for which they were intended	★ Functional use -using objects in a conventional manner (e.g, stirring with spoon)
★ Constructive play -using objects to construct or build	★ Symbolic object use -using one object to represent another (e.g., using a block for a car) Single actions: one action (e.g., feeding doll) Combinatorial: multiple related actions (e.g., feeding doll, putting doll to sleep)
★ Dramatic play -involves pretending	★ Dramatic thematic play -fantasy role play.
★ Games-with-rules play -activities with accepted rules or limits	
★ Rough-and-tumble play -play that is boisterous and physical	

FACILITATING LANGUAGE DEVELOPMENT IN YOUNG BILINGUAL CHILDREN

More than one fifth of American children come from families in which languages other than English are spoken. 141 different languages are spoken by Head Start children and over 100 languages are spoken by Head Start staff. States with highest number of different languages are: WA, TX, AZ, FL, CA, MA.

PRINCIPLES OF BILINGUAL LANGUAGE DEVELOPMENT

Value bilingualism and encourage maintenance of native language

There are cognitive, social and economic advantages to knowing more than one language.

- Knowing that a same thing can be expressed in different ways helps thinking become more flexible.
- Communication is possible with a broader variety of people.
- More job opportunities.

Social status influence of native language

- Children whose native language has a higher social status (e.g., English-speaking children in Quebec) tend to have fewer problems than children whose native language has a lower social status (e.g., Spanish-speaking children in North America).

Different types of bilingualism

Simultaneous: both languages are learned before the age of 3; children have high exposure and use of both languages (e.g., speak Spanish at home and in neighborhood and speak English in school and larger community).

Receptive: children have high exposure to both languages, but little opportunity to use one (e.g., hear Mandarin spoken at home and English spoken at school, but use English-only at home and at school).

Successive: Learning of second language after first is established (e.g., English-speaking 5-year-old child moves to Italy). Rapid or slow acquisition depends on opportunities to use second language (e.g., goes to local Italian school or International School where English is spoken; family socializes with Italians or with closed group of English-speaking community).

Unequal development of both languages

Predominance of one language as a function of context.

Bilingual language development may differ from monolingual language development.

- Temporary lag in both languages.
- Code-switching (e.g., Yo estaba PLAYendo).
- Total vocabulary and language skills, (when two languages are combined) may be similar to monolingual child.

GUIDELINES FOR USING INTERPRETERS IN PRESCHOOL PROGRAMS

HOW TO SELECT AN INTERPRETER

- Use trained interpreters, not just whoever happens to be available. Many discipline-specific terms are difficult to translate and the meaning of important phrases may be lost easily in the translations.

  Be sure interpreter speaks the particular dialect or regional variation which the child and parents are familiar with.

- If possible, the interpreter should be equally fluent in both languages (e.g., a child may use terms in both languages (code switching) during the assessment).

- Be sure the person is comfortable with parents and children.

- Be sure the person is likely to be available on a long-term basis so that a same interpreter is used consistently with a same child or family.

- Preferably, the person should live in the community.

BEFORE THE MEETING

Make sure the interpreters understand the purpose of the meeting so that they can convey and translate meanings in an accurate manner.

- Explain basic early childhood and special education procedures

- Spend time before the meeting to acquaint the interpreter with the purpose of the meeting (i.e., parent meetings, assessment) and explain the most important aspects of the meeting (i.e., content of meeting, test administration procedures, avoiding unintentional prompting of answers).

- Encourage interpreters to ask for clarifications and take notes so that information is not forgotten.

- Ask the interpreter for information about the child's and family's culture:
  - Protocols and forms of address
  - Interaction styles
  - A few basic words and sentences in family's language
  - Specific culture's belief or perspective on related issues, i.e., disability, early intervention, child-rearing practices, etc.

Be aware that the meeting may take longer than usual because of the need to assure careful translation.

DURING THE MEETING

- Introduce everyone to each other and describe roles and purpose of the meeting. Be sure to ask how family members wish to be called and the correct pronunciation of their names.
- Talk directly to child or family, not the interpreter.
- Use short phrases, avoid jargon and idioms, provide concrete examples, and use simple and concise language.
- Do not oversimplify important explanations.
- Periodically check on the child's and family's understanding and accuracy of the translation by asking them to repeat what has been communicated in their own words (do not ask: "Do you understand?").

AFTER THE MEETING

- Spend time with the interpreter after the meeting to check understandings and clarify additional points.
- Ask interpreter for information on how the child or family may have perceived the situation from their cultural perspective and beliefs.
- Ask interpreter what information the family has offered about their language and culture.
- Avoid overgeneralizing. Use the interpreter to clarify what behaviors are language and culture specific and which are due to individual differences.

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